

El Camino College



Facilitating Active and Responsible Learners: Human Development Courses Utilizing *On Course* Principles

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Executive Summary

On Course is a curriculum designed to develop college and life success skills in students entering college. The *On Course* (OC) textbook and curriculum are used in selected sections of Human Development 10 (HD 10), a three-unit college success course.

The first part of this study examines the changes experienced by students along eight domains of college success as measured by a self-assessment instrument. This instrument was administered at the beginning and end of spring 2009 *On Course* sections of HD 10. Differences between pre- and post-assessment scores were found to be statistically significant for seven of the eight domains.

The second part of the study looked at a series of academic success outcomes for HD 10 students served by the *On Course* curriculum compared with HD 10 students not served by *On Course*. All sections of HD 10 courses offered in Fall 2007, Spring 2008, Fall 2008 and Spring 2009 were analyzed. *On Course* students were more likely to have higher success and retention rates in mathematics and English classes overall, especially in “college prep” classes, or classes coded as non-transfer, credit, degree-applicable. However, *On Course* students were less likely to be successful in basic skills math and English courses.

In terms of college persistence, *On Course* students returned for a second semester at a lower rate than non *On Course* students. This could be attributed, in part, to the much higher percentage of basic skills students served by *On Course* sections of HD 10. In contrast, one-year persistence (fall to fall) for *On Course* students was about the same as non *On Course* students. Finally, *On Course* students passed transfer-level math and English courses within two years at much higher rates than the non *On Course* group.

Future studies should more closely examine the varying effects that *On Course* may have on students with different levels of preparation for college math and English. The “college prep” students could be studied more closely, using a qualitative approach, to determine possible reasons why this level of students seemed to respond so much better to the *On Course* curriculum than other levels.

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Introduction

The *On Course* curriculum, designed by Skip Downing, teaches college success strategies by “demonstrating the choices that successful students make” (Downing, 2011). *On Course* material is taught in certain sections of the Human Development 10 course¹ at El Camino College (ECC) following Downing’s method for developing success skills in college and life. The purpose of this study is to explore changes in student self-perceptions of their own capacity for college success as well as potential positive effects on short- and long-term academic outcomes of students experiencing the *On Course* curriculum. As a part of the *On Course* experience, students take an initial self-assessment (pre-test) at the beginning the course to gauge how they see themselves and what is true for them in terms of eight areas or domains shown to be related to college and life success (see Figure 1). The assessment is then repeated at the end of the class to measure their personal growth in each domain. This study provides a comparison of pre-/post-assessment results to show the amount of growth experienced overall and by each domain of the *On Course* approach for students in one semester. Students who completed the *On Course* curriculum also were tracked in terms of current and future enrollment patterns, course performance, and persistence to determine their success relative to students who did not experience the *On Course* curriculum. Students from four separate semesters were tracked up to a year and a half after *On Course*.

Methodology

Self-Assessment Instrument

The *On Course Self-Assessment Scale* was administered online to students in the *On Course* Spring 2009 cohort at both the beginning (pre) and end (post) of HD 10. The results were analyzed for a difference in pre- and post-test response scores to determine if the course and curriculum had a possible effect on improving students’ skills in college and life success. The assessment, completed online, consists of 64 statements on which students must rate themselves on a scale of 0 to 10, with 10 being totally true and zero being totally false. Half of the statements are posed alternately so that a 10 is the best score for 32 items and a 0 is the best score for the remaining 32. The 64 items on the survey were separated into eight mutually exclusive categorical

¹ Human Development 10 (HD 10) is three-unit college success course entitled, *Strategies for Creating Success in College and in Life*, renamed from *Strategies for Success in College* in Fall 2009.

domains. A summation of the pre and post scores provides a mean and standard deviation for each of the item domains. For analysis, the items were separated into two groups based on the expected top score (Figure 1): 1) items where a score of 10 was desirable and 2) items where a score of 0 was the top score. This separation of items was done so that the averages were not skewed because of a “good” low score. Paired sample correlations, statistics, and a paired samples test (t-test) were performed for each group to determine if there were statistically significant differences in means between the pre- and post-test mean scores. The actual scores for each item and the complete statements are listed in Appendix A. James Healy, Assistant Principal, Southridge High School, Beaverton, OR recently demonstrated instrument reliability through a confirmatory factor analysis of Downing’s *On Course Self-Assessment Scale* using El Camino College response data (Healy, 2009). Other research studies quoted in Healy (2009) suggest the validity of domains used to group self-assessment items.

Figure 1: Domains (Survey Item Groups)

Domain	Items Where “10” is the Top Score (Pair 1)	Items Where “0” is the Top Score (Pair 2)
1 Personal Responsibility	1, 17, 41, 57	9, 25, 33, 49
2 Discovering a Motivating Purpose	10, 26, 34, 50	2, 18, 42, 58
3 Planning and Taking Effective Actions	3, 19, 43, 59	11, 27, 35, 51
4 Building Mutually Supportive Relationships	12, 28, 36, 52	4, 20, 44, 60
5 Gaining Heightened Self-Awareness	5, 21, 45, 61	13, 29, 37, 53
6 Becoming a Life-Long Learner	14, 30, 38, 54	6, 22, 46, 62
7 Developing Emotional Maturity	7, 23, 47, 55	15, 31, 39, 63
8 Believing in Myself	16, 32, 40, 56	8, 24, 48, 64

Course Analysis

The cohort analysis looked at students who had taken Human Development 10 (HD 10) with the *On Course* curriculum compared to students who took HD 10 without the *On Course* curriculum. This study uses data beginning with Fall 2007 and ending with Spring 2009.² To be included in the study, students must have taken HD 10 only once and had never enrolled in Human Development 8 (HD 8)³ (Figure 2). The number excluded due to enrollment in both HD 8 and HD 10 could be partially related to students in special groups who were advised or required to take one or both of these courses, such as those in First Year Experience Program (FYE), Puente or EOP&S—well over 200 students who had taken both HD 8 and HD 10 were members of these programs. Summer and

² A report supplement will be published later to track students through two more terms of enrollment and to track the rates of completion of longer-term goals such as graduation and transfer.

³ HD 8 is a one-unit college success course entitled, *Orientation to College and Educational Planning*

high school-based enrollments were also excluded since those sections may contain a larger percentage of non-typical ECC students which may affect outcomes. Potential direct effects of the *On Course* curriculum were analyzed by looking at the final HD 10 grades, GPA before taking HD 10, GPA at the final term, math and English course selection and grades, and term-to-term persistence for both *On Course* and non-*On Course* students. The data for this study were taken from the official college course and student demographic databases held by El Camino College. Math and English courses were included for the term the student enrolled in HD 10 and each subsequent regular term beginning with the Fall 2007 term and ending with the Spring 2009 cohort.

Figure 2: Students Included in the Study

Total Students	Took HD 10 >1 time	Took HD 8	Enrolled in HD 10 at HS	Took HD 10 in Summer	Total in Study
1,579	-124	-347	-30	-36	1,043

Overall, HD 10 enrollment increased each term even though the number of sections offered remained about the same when comparing like terms (Figures 3, 4 & 5). The majority of students (70%) in the study were *On Course* students. Fall 2007 represents the first term that the *On Course* textbook was more fully incorporated into HD 10 sections but fewer sections were offered. *On Course* sections were all taught by the same two faculty members for the duration of the study; all non *On Course* sections were taught by other faculty.

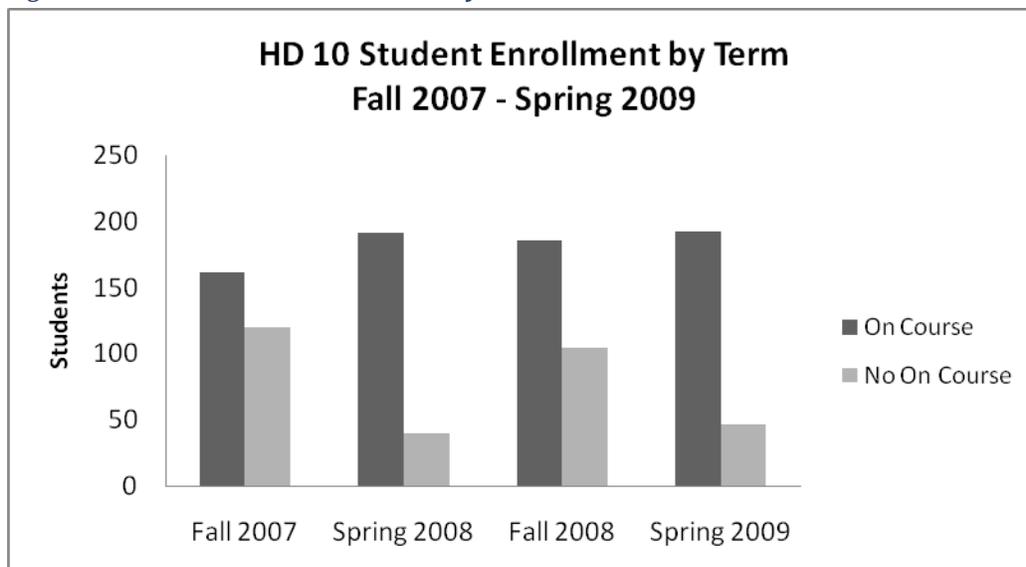
Figure 3: Number and Percent of On Course vs. non-On Course Students in the Study

	Count (N)	Percent (N/1041)
<i>On Course</i>	730	70%
No <i>On Course</i>	311	30%
Total	1,041	100%

Figure 4: Participant and Section Counts by Cohort

Cohort	<i>On Course</i>		No <i>On Course</i>		Total	
	Students	Sections	Students	Sections	Students	Sections
Fall 2007	161	7	120	5	281	12
Spring 2008	191	8	40	2	231	10
Fall 2008	186	7	104	4	290	11
Spring 2009	192	8	47	2	239	10
Total	730	30	311	13	1,041	43

Figure 5: HD 10 Student Enrollment by Term



Students in *On Course* sections were only slightly older and slightly more likely to be female. However, students in *On Course* sections were less likely to be African-American and much more likely to be Latino. This is possibly due to the fact that some *On Course* HD 10 sections are associated with special programs such as Puente and FYE which have greater representation of Latino students. In addition, one non *On Course* section serves Project Success which primarily serves African-American students.

Figure 6: Student demographics (Age and Gender)

	Avg Age (13-62)	Median Age	Gender	
			Female	Male
On Course	20.8	19	53%	47%
Non OC	20.6	19	52%	48%
Both	20.8	19	53%	47%

Figure 7: Student Ethnicities

Ethnicity	On Course	No On Course	Both
African American	20%	33%	24%
Asian	7%	5%	7%
Filipino	4%	2%	3%
Latino	42%	35%	40%
Native American	0%	1%	0%
Other	1%	1%	1%
Pacific Islander	1%	1%	1%
Unknown	9%	9%	9%
White	16%	13%	15%

Findings

Self-Assessment

Of the 192 *On Course* students enrolled in Spring 2009, 152 took both the pre and post self-assessments for an 83% response rate. Figure 8 shows the average scores for all eight domains, as well as the standard deviations for each average and the change from the pre to the post scores (growth). In terms of growth, *On Course* students showed average increases in post-test scores compared to their pre-test scores, with an average gain of 8 points (Figure 8). A paired samples *t-test* was conducted to test the possible effects of the *On Course* curriculum on student self-perceptions of college and life success skills (the “pairs” are each student’s pre and post scores compared). The results show statistically significant differences in pre and post assessment scores for all but one domain (“building mutually supportive relationships”). The domains, or categories, with the largest growth were personal responsibility, gaining self-awareness, and becoming a life-long learner, with 11-, 10-, and 14-point gains, respectively. Not surprisingly, the category with the least amount of growth (4-point gain) was building mutually supportive relationships. The highest post score was 66 (out of a possible score of 80) in “personal responsibility,” which was also among the highest pre scores with 55 points.

The standard deviations, which show the amount of variability in individual scores, are fairly small and indicate that the majority of student scores fell within a couple of points of the average. The difference between the pre and post standard deviations shows how the variability in scores changed from the pre to the post scores. On average, the variability shrank in the post-test with students “regressing towards the mean,” a common occurrence. The largest change in variability is for personal responsibility. Areas where scores became more widespread were building mutually supportive relationships and believing in myself.

The area which seems to have the most difficulty, domain 4, had both the lowest average scores and the lowest growth, with no statistically significant difference. This domain could be influenced by item number 4. The item asked, “When I encounter a challenging problem, I try to solve it by myself.” Here a response of “totally false” or 0 is desirable where many students might interpret this as a personal responsibility item. Looking at the individual answers to the item (Appendix A), the average answer for the pre was 7.45 and post was 7.28, which the average for all the items in domain 4 was 6.5. This item might be affecting the whole domain and the reason why it shows low growth.

Figure 8: Pre- and Post-test Results, (Max = 80, Min = 0)

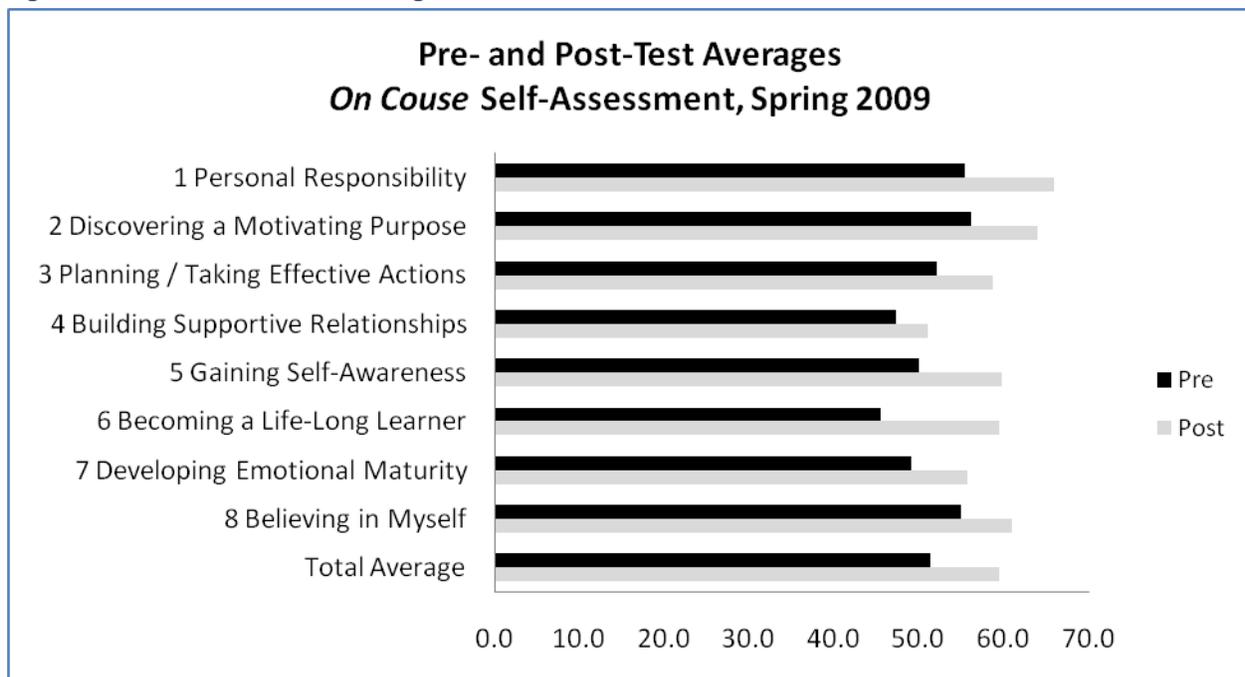
Domain	Pre-test		Post-test		Growth	T-test	Sig
	Score	SD	Score	SD			
1 Personal Responsibility	55.44	1.70	65.98	0.63	10.54	0.023	*
2 Discovering a Motivating Purpose	56.21	1.29	63.97	0.84	7.76	0.015	*
3 Planning and Taking Effective Actions	52.06	0.71	58.71	0.53	6.65	0.007	**
4 Building Mutually Supportive Relationships	47.30	1.71	51.13	1.84	3.83	0.572	
5 Gaining Heightened Self-Awareness	50.02	0.33	59.77	0.23	9.75	0.000	***
6 Becoming a Life-Long Learner	45.49	0.50	59.54	0.46	14.05	0.000	***
7 Developing Emotional Maturity	49.03	1.13	55.75	1.07	6.72	0.000	***
8 Believing in Myself	54.95	0.74	61.01	0.87	6.06	0.001	**
Total Average	51.31	1.02	59.48	0.81	8.17	0.421	

*P value (T-test) less than the significance level of 0.05

**P value (T-test) less than the significance level of 0.01

***P value (T-test) less than the significance level of 0.001

Figure 9: Pre- and Post-test Averages



The Paired Sample Correlation (Figure 10) shows the correlation between the pre and post scores separated by high scores of either 10 or 0 along with their significance level. Both pairs show moderately strong positive correlation and were statistically significant ($p < .01$). The paired samples statistics give the mean for each group (high scores of 10 or 0) and the standard deviation. The increase in mean and decrease in standard deviation for 10-high items (with the opposite occurring for 0-high items) shows more people were selecting “better” scores in the post survey (Figure 11). The paired samples test gives a difference in means and determined the difference to be statically significant, so overall there was a statistically significant difference in the pre and post scores (Figure 12).

Figure 10: Paired Samples Correlation

	N	Correlation	Sig
Pair 1 (10) Pre & Post	32	0.51	**
Pair 2 (0) Pre & Post	32	0.69	***

** P value of correlation less than the significance level of 0.01

*** P value of correlation less than the significance level of 0.001

Figure 11: Paired Samples Statistics

	N	Mean	SD
Pair 1 (10) Pre (10)	32	6.4	1.49
Post (10)	32	7.7	1.02
Pair 2 (0) Pre (0)	32	3.8	1.35
Post (0)	32	3.0	1.24

Figure 12: Paired Samples T-test

	Mean	SD	95% Conf. Int.		t	sig (2 Tail)
			lower	upper		
Pair 1 Pre (10)-Post(10)	-1.23	1.31	-1.70	-0.76	5.33	***
Pair 2 Pre (0)- Post (0)	0.79	1.02	0.42	1.15	4.36	***

*** P value of correlation less than the significance level of 0.001

Course Analysis

In the HD 10 class, a larger percentage of *On Course* students received a grade of “A”, but fewer received “Bs” and “Cs” during the time of this study. A larger share of students in *On Course* sections also withdrew (“W” notation) from the class, but combined with early term drops (“DR” notations), the magnitude of the difference is very small. Overall, HD 10 success and retention rates differed between the two groups by less than three percentage points, but non *On Course* students performed slightly

better. Both groups had above 70% successful course completion rates (percentage A-C), with retention (percentage receiving a grade) reaching over 80%.

Figure 13: HD 10 Grades

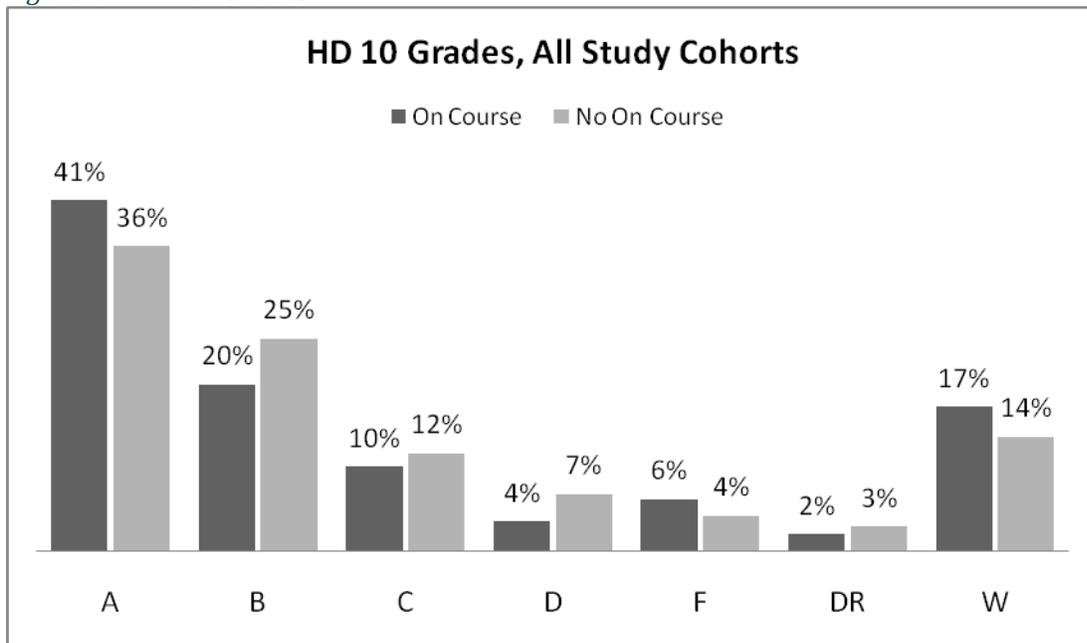
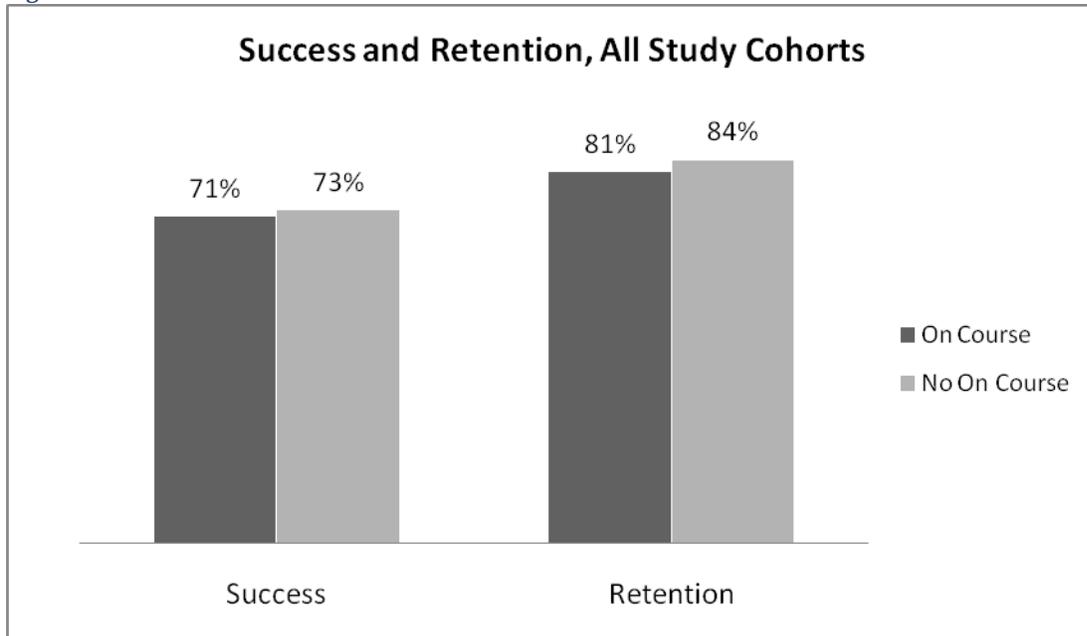


Figure 14: HD 10 Success and Retention Rates



Before enrollment for the first time in HD 10, Grade Point Averages (GPAs) were quite similar for both groups. While both *On Course* and non *On Course* students experienced a drop in their average GPA at their last term, the decline was less pronounced for

students receiving the *On Course* curriculum (Figure 15). *On Course* student GPAs remained above 2.00, while the non *On Course* group dipped just below a C average.

Figure 15: GPA Changes Over Time

GPA Period:	Pre-HD 10	At Last Term	Difference (Post-Pre)
<i>On Course</i>	2.20	2.05	-0.15
No <i>On Course</i>	2.19	1.99	-0.21
Both	2.20	2.03	-0.17

Math and English Levels

This section reports the academic levels of mathematics and English at which students were enrolled when taking HD 10. This information helps describe the populations of students in each curriculum group and is important for measuring success and progress in core academic courses. Figure 16 details the courses at each level for reference, while Figures 17 and 18 show the comparative enrollment rate at each level. Course enrollment information was collected for HD 10 students enrolled in English or math either concurrently or within one regular semester of their HD 10 class.

Figure 16: Math and English Courses by Level

MATH	
Basic Skills	Math-10A, 10B, 12, 23, 25
College Prep	Math-33, 40, 43, 60, 73, 80
Transfer	Math-110 or higher
ENGLISH *	
Basic Skills	Engl-80, 82, 84, C, B
College Prep	Engl-A, AX
Transfer	Engl-1A or higher

* Excludes Engl-4, 7, & 100 courses since they are not on the transfer track.

For math, about a third of students were enrolled in basic skills, another third enrolled in either transfer-level or “college prep” courses (defined as one level below transfer for English and one or two levels below transfer for math), with the remainder showing neither math nor English enrollments during this time period. *On Course* students were slightly more likely to be at the transfer level, but this only represents only 11% of the cohort. *On Course* students were much more likely to not be enrolled in English or math.

For English, On Course students were less likely to be enrolled in basic skills courses and correspondingly more likely to have had no transfer-track English classes during the period. Both groups enrolled in college prep and transfer level courses at about the same rates.

Figure 17: Percent of Math Enrollments by Level and Group

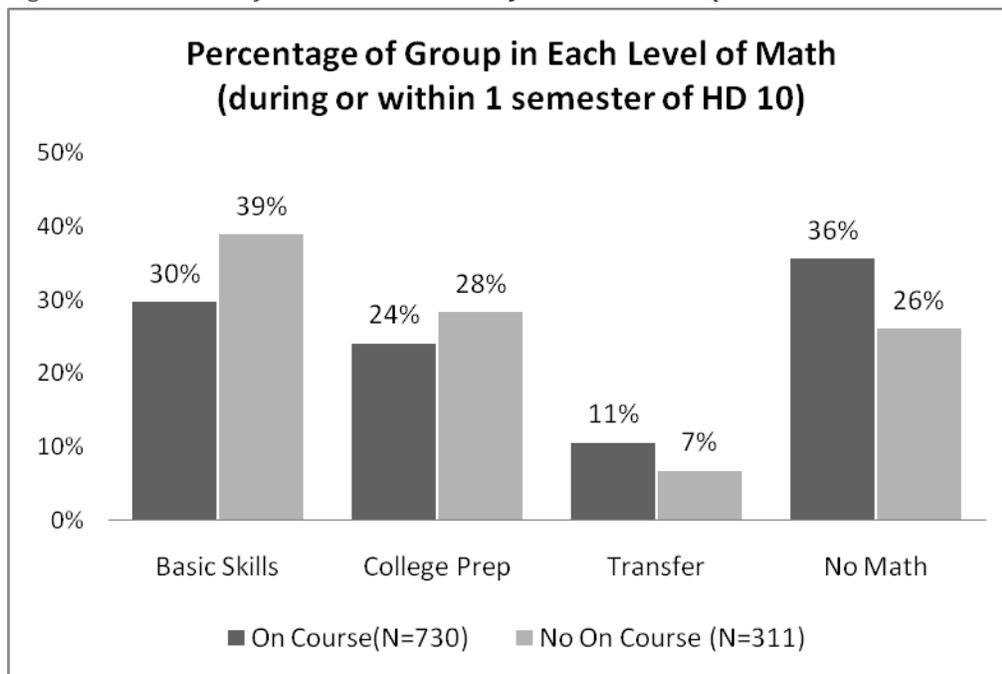
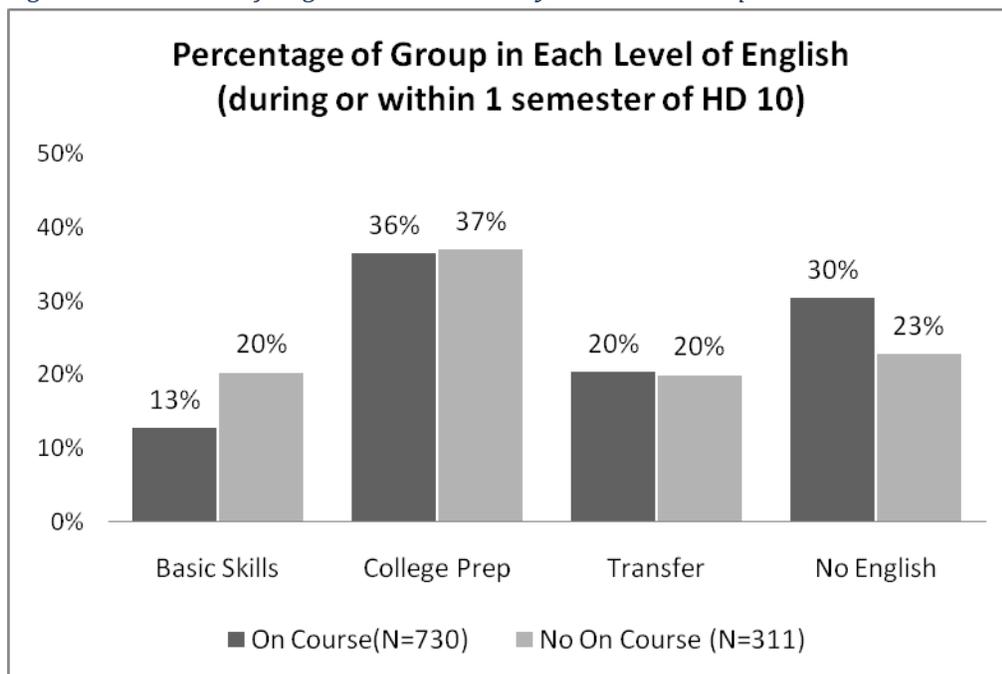


Figure 18: Percent of English Enrollments by Level and Group



Success and Retention in English and Mathematics

Success and retention rates in the math and English courses profiled above were analyzed for each group. “Success” rate is defined as the percentage of enrolled students who receive a grade of A, B or C or a notation of P (pass). “Retention” rate refers to the percentage of enrolled students that receive a grade or passing notation (i.e., did not late drop or withdraw).

On Course students were slightly more successful in math overall, but less successful at the basic skills and transfer levels (Figures 19 & 20). However, *On Course* students attempted more transfer math classes than non *On Course*. *On Course* students performed best at the college prep, pre-transfer level with success and retention rates 10 points higher than the non *On Course* group. When results are grouped by term, *On Course* students are much more successful in the fall terms and much less successful in the spring terms (Figure 21). The reasons for this pattern are unclear. Are new, direct-from-high-school students more receptive to the *On Course* curriculum? If so, the greater percentage of new traditional college-aged students in the fall may suggest more positive results for *On Course* in the fall terms.

Figure 19: Math Success and Retention Rates by With Comparison

Math Level	<i>On Course</i>		No <i>On Course</i>		Diff. (OC - No OC)	
	Success	Retention	Success	Retention	Success	Retention
Basic Skills	48%	79%	55%	80%	-7	-1
College Prep	51%	74%	41%	65%	10	10
Transfer	65%	79%	71%	76%	-6	3
ALL Math	52%	77%	51%	74%	1	4

Figure 20: Math Success and Retention Rates by Level and Group

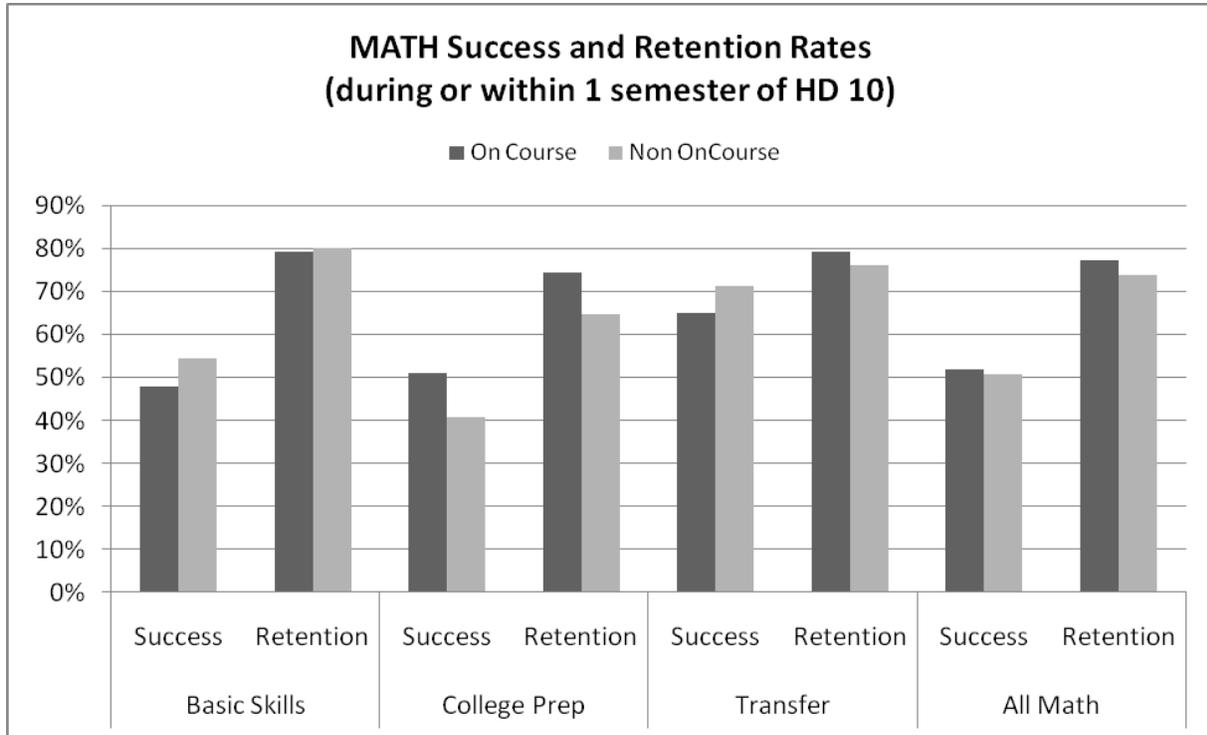
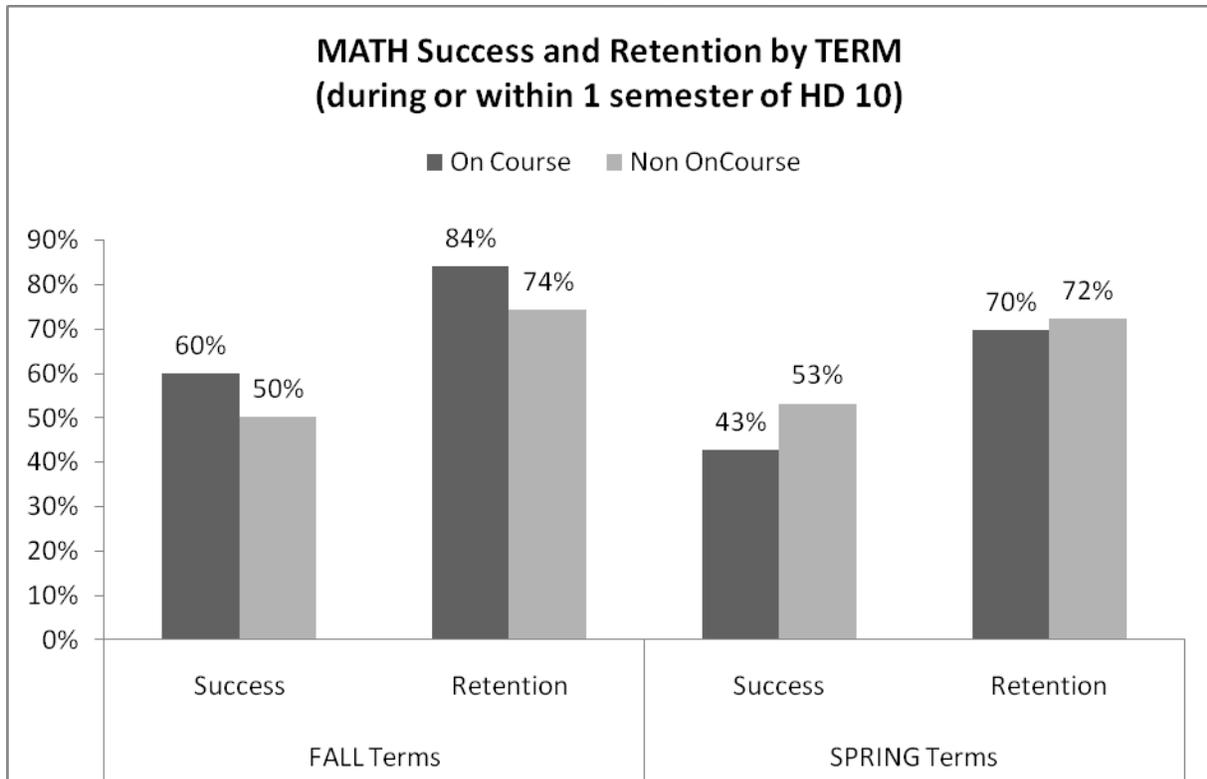


Figure 21: Overall Math Success and Retention Rates by Term Type



A similar pattern was found for English but to a lesser degree, where *On Course* students were more successful in English classes overall compared to *Non On Course* students, but were slightly less successful at the basic skills level (Figures 22 & 23). *On Course* students showed the greatest success at the college prep level whose rate was 11 points higher than the non *On Course* group; retention was also high at 90% for this level. Although overall performance was slightly lower in spring semesters, English performance for *On Course* students was higher than others for each term type (Figure 24).

Figure 22: English Success and Retention Rates by With Comparison

English Level	On Course		No On Course		Diff. (OC - No OC)	
	Success	Retention	Success	Retention	Success	Retention
Basic Skills	57%	82%	59%	78%	-2	4
College Prep	68%	90%	57%	81%	11	9
Transfer	69%	85%	69%	81%	0	5
ALL English	66%	87%	61%	80%	5	7

Figure 23: English Success and Retention Rates by Level and Group

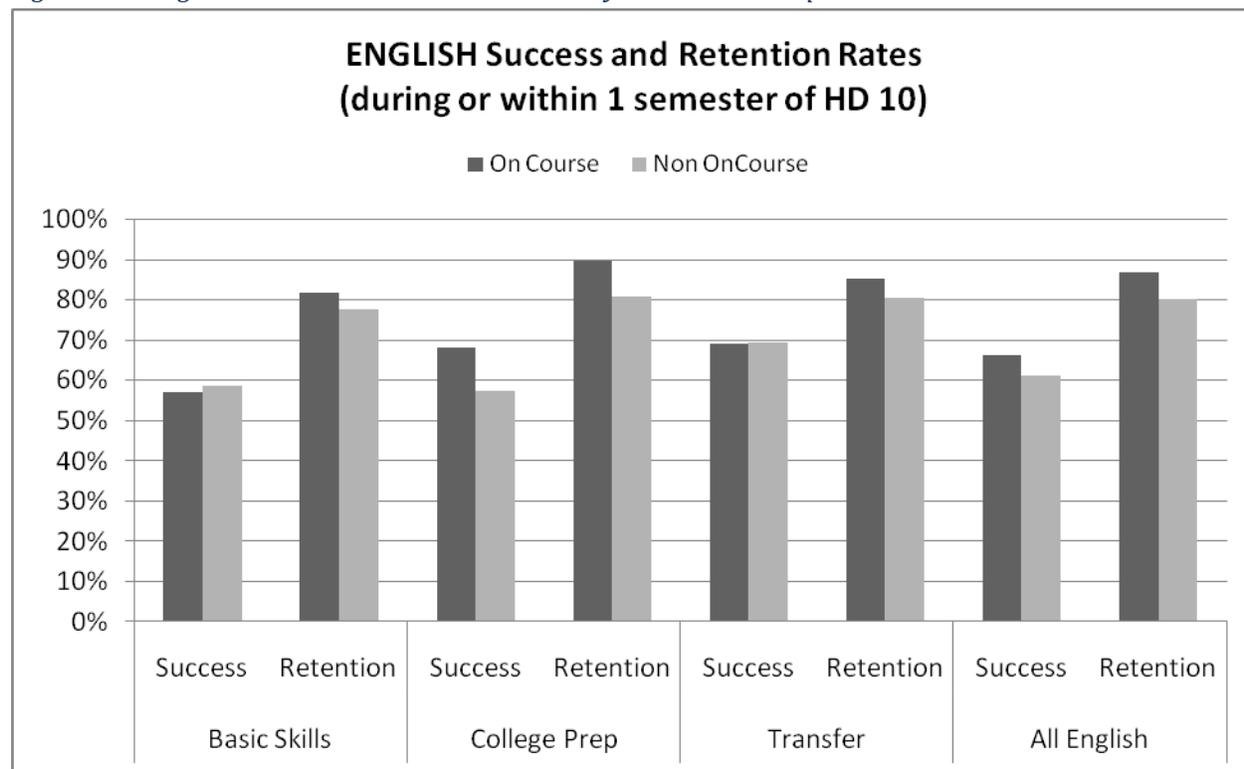
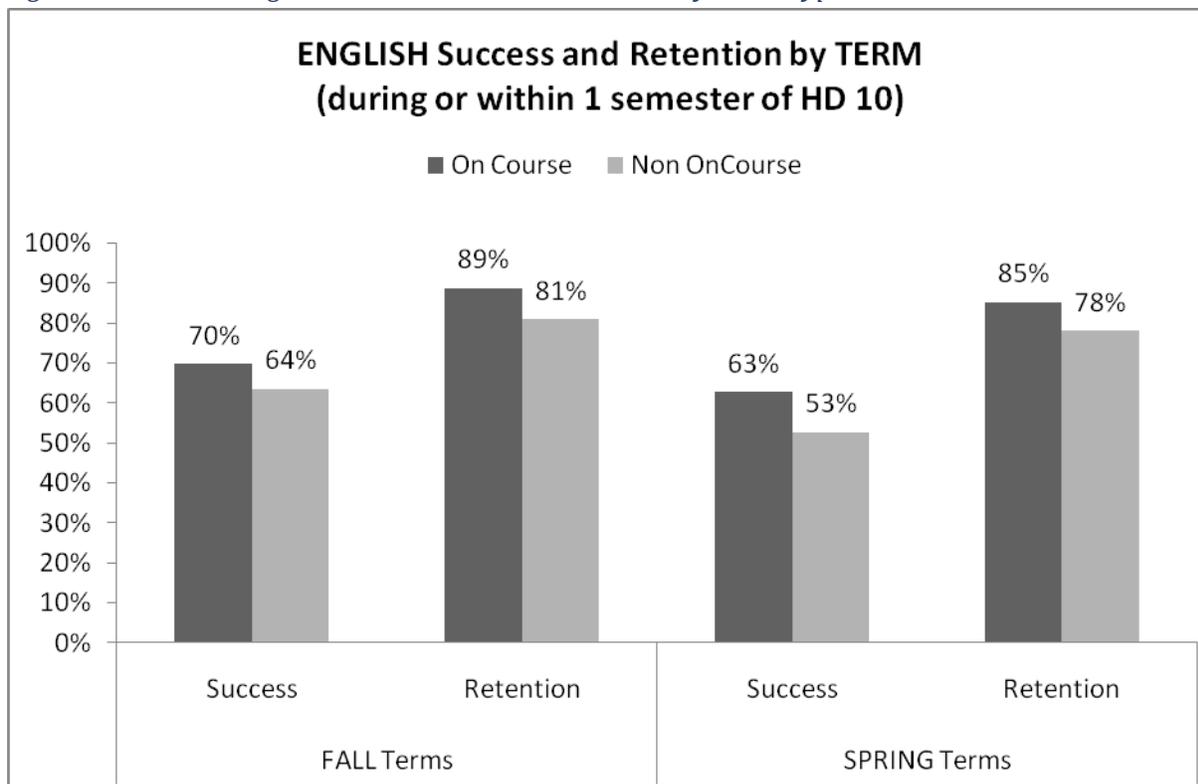


Figure 24: Overall English Success and Retention Rates by Term Type



Goal Achievement

On Course students, overall, had higher rates of passing transfer-level courses in math and English than non *On Course* students when tracked for 2 years after the HD course. Future analysis can reveal whether the *On Course* curriculum is associated higher achievement of graduation or transfer goals by tracking degree receipt and transfer patterns among these groups. However, it is too early to track students to these higher goals at this time.

Table 12: Goal Achievement – Percentage Passing Transfer-level Math & English within Two Years

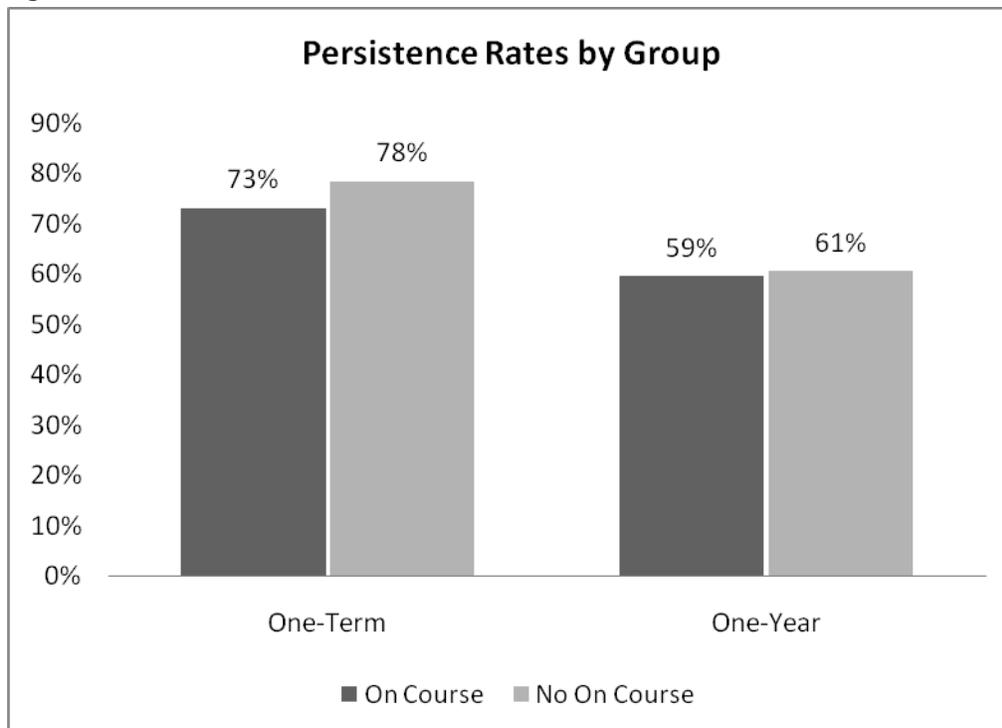
Transfer Courses/ Goal Achievement	Percent Passed Transfer MATH	Percent Passed Transfer ENGLISH
<i>On Course</i>	19%	52%
No <i>On Course</i>	16%	47%

Persistence

Persistence rates (Figure 25) show the percentage of HD 10 students who re-enroll in the next semester (one-term persistence) and the following year (one-year persistence). About three-quarters of all HD 10 students returned the next semester and about 60%

were still enrolled at ECC one year later. Persistence rates for both time frames were slightly higher for the non *On Course* group. Researching the individual grades of those who did not return, a large portion of these students earned a “W” grade in HD 10.

Figure 25: Persistence Rates



SUMMARY

In assessing the *On Course* curriculum through student outcomes, the goal of the curriculum and the human development course itself is most important. Human Development 10 is designed to prepare students for success in college through personal awareness, goal development, and achievement. Overall, *On Course* students had higher course success rates in math and English than non *On Course* students, although more *On Course* basic skills students struggled. The “College Prep” category students, those placing into math and English courses just below transfer, may gain the greatest benefit from the *On Course* curriculum. Deeper, qualitative analysis conducted in the future may reveal why this group seems to benefit more than basic skills students. Students using the *On Course* curriculum passed through transfer-level English and math at higher rates than others. However, persistence rates were lower for the *On Course* group.

By the end of the HD 10 course using *On Course*, students improved in their self-perception on seven of the 8 domains associated with students who are “active and responsible learners” suggesting that students “get” what it means to be a successful

student. Although some results do not show dramatic improvements, the improvements associated with On Course suggest that participants have become better students by succeeding in math and English at higher rates, overall, and passing through transfer-level courses in these subjects more quickly.

REFERENCES

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- Downing, S. (2011). *On course: Strategies for creating success in college and in life* (6th ed.). Boston, MA: Wadsworth, Cengage Learning.

Appendix A

SURVEY ITEMS

1. I control how successful I will be.
2. I'm not sure why I am in college.
3. I spend most of my time doing important things.
4. When I encounter a challenging problem, I try to solve it myself.
5. When I get off course from my goals and dreams I realize it right away.
6. I'm unsure how I learn best.
7. Whether I am happy or not depends mostly on me.
8. I'll truly accept myself only after I eliminate my faults and weaknesses.
9. Forces out of my control (like poor teaching) are the cause of low grades I receive in school.
10. If I lose my motivation in college, I know how to get it back.
11. I don't need to write things down because I can remember what I need to do.
12. I have a network of people in my life that I can count on for help.
13. If I have habits that hinder my success, I'm not sure what they are.
14. When I don't like the way an instructor teaches, I know how to learn the subject anyway.
15. When I get very angry, sad, or afraid, I do or say things that create a problem for me.
16. When I think about performing an upcoming challenge (like taking a test), I usually see myself doing well.
17. When I have a problem, I take positive actions to find a solution.
18. I don't know how to set effective short term and long term goals.
19. I remember to do important things.
20. When I have a difficult course in school I study alone.
21. I'm aware of beliefs that hinder my success.
22. I don't know how to study effectively.
23. When choosing between doing an important school assignment or something really fun, I usually do the school assignment.
24. I break promises that I make to myself or others.
25. I make poor choices that keep me from getting what I really want in life.
26. I have a written plan that includes both my short-term and long-term goals.
27. I lack self discipline.
28. I listen carefully when other people are talking.
29. I'm stuck with any habits of mine that hinder my success.
30. When I face a disappointment (like failing a test), I ask myself, "What lesson can I learn here."
31. I often feel bored, angry or depressed.
32. I feel just as worthwhile as any other person.
33. Forces outside of me (like luck or other people) control how successful I will be.
34. College is an important step on the way to accomplishing my goals and dreams.
35. I spend most of my time doing unimportant things.
36. When I encounter a challenging problem, I ask for help.
37. I can be off course from my goals and dreams for quite awhile without realizing it.
38. I know how I learn best.

39. My happiness depends mostly on what's happened to me lately.
40. I accept myself just as I am, even with my faults and weaknesses.
41. I am the cause of low grades I receive in school.
42. If I lose my motivation in college, I don't know how I will get it back.
43. I use self-management tools (like calendars and to-do lists) that help me remember to do important things.
44. I know very few people that I can count on for help.
45. I'm aware of the habits I have that hinder my success.
46. If I don't like the way an instructor teaches, I'll probably do poor in the course.
47. When I'm very angry, sad or afraid I know how to manage my emotions.
48. When I think about performing an upcoming challenge (like taking a test), I usually see myself doing poorly.
49. When I have a problem, I complain, blame others or make excuses.
50. I know how to set effective short-term and long-term goals.
51. I forget to do important things.
52. When I have a difficult course in school, I find a study partner or join a study group.
53. I'm unaware of beliefs I have that hinder my success.
54. I've learned to use specific study skills that work effectively for me.
55. I often feel happy and fully alive.
56. I keep promises that I make to myself or others.
57. I make wise choices that help me get what I really want in life.
58. I live day to day, without much of a plan for the future.
59. I am a self disciplined person.
60. I get distracted easily when other people are talking.
61. I know how to change habits of mine that hinder my success.
62. When I face a disappointment (like failing a test), I feel pretty helpless.
63. When choosing between doing an important school assignment or something really fun, I usually do something fun.
64. I feel less worthy than other people.

Table A1. Student Survey Answers

		PRE	POST	Change	%
Domain 1 Personal Responsibility	Item				Change
I control how successful I will be	1	8.8	9.25	0.45	5%
When I have a problem, I take positive actions to find a solution	17	7.7	8.43	0.73	9%
I am the cause of low grades I receive in school	41	7.8	8.93	1.13	14%
I make wise choices that help me get what I really want in life	57	7.03	8.27	1.24	18%
Forces out of my control (like poor teaching) are the cause of low grades I receive in school	9	3.3	7.61	4.31	131%
I make poor choices that keep me from getting what I really want in life	25	5.72	7.34	1.62	28%
Forces outside of me (like luck or other people) control how successful I will be	33	7.7	8.13	0.43	6%

When I have a problem, I complain, blame others or make excuses	49	7.39	8.02	0.63	9%
	sum	55.44	65.98	10.54	19%
	avg	6.93	8.2475	1.3175	19%

	Item	PRE	POST	Change	% Change
Domain 2 Discovering a Motivating Purpose					
If I lose my motivation in college, I know how to get it back	10	6.89	8.05	1.16	17%
I have a written plan that includes both my short-term and long-term goals	26	6.6	6.76	0.16	2%
College is an important step on the way to accomplishing my goals and dreams	34	9.57	9.55	-0.02	0%
I know how to set effective short-term and long-term goals	50	6.05	8.13	2.08	34%
I'm not sure why I am in college	2	8.37	8.54	0.17	2%
I don't know how to set effective short term and long term goals	18	5.72	7.94	2.22	39%
If I lose my motivation in college, I don't know how I will get it back	42	6.65	7.79	1.14	17%
I live day to day, without much of a plan for the future	58	6.36	7.21	0.85	13%
	sum	56.21	63.97	7.76	14%
	average	7.02625	7.99625	0.97	14%

	Item	PRE	POST	Change	% Change
Domain 3 Planning and Taking Effective Actions					
I spend most of my time doing important things	3	6.16	7.04	0.88	14%
I remember to do important things	19	7.82	8.18	0.36	5%
I use self-management tools (like calendars and to-do lists) that help me remember to do important things	43	5.75	7.54	1.79	31%
I am a self disciplined person	59	6.69	7.64	0.95	14%
I don't need to write things down because I can remember what I need to do	11	6.94	6.67	-0.27	-4%
I lack self discipline	27	5.77	7.18	1.41	24%
I spend most of my time doing unimportant things	35	6.03	6.72	0.69	11%
I forget to do important things	51	6.9	7.74	0.84	12%
	sum	52.06	58.71	6.65	13%
	average	5.9125	6.39125	0.47875	8%

	Item	PRE	POST	Change	% Change
Domain 4 Building Mutually Supportive Relationships					
I have a network of people in my life that I can count on for help	12	7.35	7.96	0.61	8%

I listen carefully when other people are talking	28	8.21	8.57	0.36	4%
When I encounter a challenging problem, I ask for help	36	6.06	6.93	0.87	14%
When I have a difficult course in school, I find a study partner or join a study group	52	5.98	5.36	-0.62	-10%
When I encounter a challenging problem, I try to solve it myself	4	2.55	7.28	4.73	185%
When I have a difficult course in school I study alone	20	6.36	2.72	-3.64	-57%
I know very few people that I can count on for help	44	6.12	6.81	0.69	11%
I get distracted easily when other people are talking	60	4.67	5.5	0.83	18%
	sum	47.3	51.13	3.83	8%
	average	5.9125	6.39125	0.48	8%

					%
Domain 5 Gaining Heightened Self-Awareness	Item	PRE	POST	Change	Change
When I get off course from my goals and dreams I realize it right away	5	6.72	7.79	1.07	16%
I'm aware of beliefs that hinder my success	21	6.08	7.57	1.49	25%
I'm aware of the habits I have that hinder my success	45	6.63	7.73	1.1	17%
I know how to change habits of mine that hinder my success	61	6.23	7.53	1.3	21%
If I have habits that hinder my success, I'm not sure what they are	13	6.29	7.41	1.12	18%
I'm stuck with any habits of mine that hinder my success	29	5.98	7.37	1.39	23%
I can be off course from my goals and dreams for quite awhile without realizing it	37	5.72	7.22	1.5	26%
I'm unaware of beliefs I have that hinder my success	53	6.37	7.15	0.78	12%
	sum	50.02	59.77	9.75	19%
	average	6.2525	7.47125	1.21875	19%

					%
Domain 6 Becoming a Life-Long Learner	Item	PRE	POST	Change	Change
When I don't like the way an instructor teaches, I know how to learn the subject anyway	14	5.07	6.82	1.75	35%
When I face a disappointment (like failing a test), I ask myself, "What lesson can I learn here"	30	6.34	7.88	1.54	24%
I know how I learn best	38	6.31	8.06	1.75	28%
I've learned to use specific study skills that work effectively for me	54	5.9	7.86	1.96	33%
I'm unsure how I learn best	6	5.3	7.51	2.21	42%
I don't know how to study effectively	22	5.08	7.09	2.01	40%
If I don't like the way an instructor teaches, I'll	46	5.68	7.29	1.61	28%

probably do poor in the course

When I face a disappointment (like failing a test), I feel pretty helpless	62	5.81	7.03	1.22	21%
sum		45.49	59.54	14.05	31%
average		5.68625	7.4425	1.75625	31%

	Item	PRE	POST	Change	% Change
Domain 7 Developing Emotional Maturity					
Whether I am happy or not depends mostly on me	7	8.05	8.24	0.19	2%
When choosing between doing an important school assignment or something really fun, I usually do the school assignment	23	6.2	7.26	1.06	17%
When I'm very angry, sad or afraid I know how to manage my emotions	47	6.31	7.31	1	16%
I often feel happy and fully alive	55	7.23	8.12	0.89	12%
When I get very angry, sad, or afraid, I do or say things that create a problem for me	15	5.26	6.15	0.89	17%
I often feel bored, angry or depressed	31	5.71	6.99	1.28	22%
My happiness depends mostly on what's happened to me lately	39	4.38	4.94	0.56	13%
When choosing between doing an important school assignment or something really fun, I usually do something fun	63	5.89	6.74	0.85	14%
sum		49.03	55.75	6.72	14%
average		6.12875	6.96875	0.84	14%

	Item	PRE	POST	Change	% Change
Domain 8 Believing in Myself					
When I think about performing an upcoming challenge (like taking a test), I usually see myself doing well	16	6.6	7.62	1.02	15%
I feel just as worthwhile as any other person	32	6.85	7.12	0.27	4%
I accept myself just as I am, even with my faults and weaknesses	40	7.63	8.36	0.73	10%
I keep promises that I make to myself or others	56	7.21	8.3	1.09	15%
I'll truly accept myself only after I eliminate my faults and weaknesses	8	5.6	5.8	0.2	4%
I break promises that I make to myself or others	24	6.36	7.55	1.19	19%
When I think about performing an upcoming challenge (like taking a test), I usually see myself doing poorly	48	6.75	7.85	1.1	16%
I feel less worthy than other people	64	7.95	8.41	0.46	6%
sum		54.95	61.01	6.06	11%
average		6.86875	7.62625	0.7575	11%

APPENDIX B

Selected Sections

Fall 2007

On Course: 2650, 2657, 2658, 2662, 2656, 2664, 2666

Non On Course: 2646, 2648, 2652, 2654, 2660

Spring 2008

On Course: 2472, 2474, 2476, 2478, 2480, 2482, 2486, 2488

Non On Course: 2470, 2484

Fall 2008

On Course: 2655, 2656, 2660, 2664, 2657, 2658, 2662, 2666

Non On Course: 2646, 2648, 2650, 2654

Spring 2009

On Course: 2474, 2476, 2477, 2478, 2482, 2486, 2488, 2490

Non On Course: 2470, 2484